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"interest" often needs reinforcing by means of a modicum of conscious effort on the part of the reader. We wonder whether the present play is of a kind that will prove generally effective in maintaining student interest. The subject deals with the evolution of highly-wrought scruples which drive their owner to insanity when he discovers that his reputed parents are not his actual ones, and that consequently he has no valid claims, through the rights of heredity, upon the wealth and the high social position he enjoys. It does not appear that in the long run either will be seriously compromised by the real facts of the case coming out; while the melodramatic attitude of the leading character, and his insistence upon blighting his daughter's future by putting obstacles in the way of her realizing her ideal of happiness, will not appeal to the average American common-sense. Nor do we think that the dramatic process of this play reveals anything distinctly national or instructive by way of compensation for the depressing influence that runs through it.

The text is easy reading, and the book is satisfactorily made up. It is surprising that the editors gave no meaning to the idiomatic expression *parece mentira* ("it's incredible," "doesn't seem possible"), which occurs three times in the play and is twice mentioned for the benefit of the *si* prefixed to it, nor (20, 14) to *no faltaba más* ("that's the last straw, that caps the climax," *no cabe más*). Neither expression is ordinarily a dictionary term. There is a misprint 16, 5, *cómo cómo*.

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A Short Grammar of Classical Greek, with Tables for Repetition. By DR. A. KAEGI, Professor at Zürich University. Authorized English Edition by JAMES A. KLEIST. St. Louis, Mo.: B. Herder, 1902. Pp. 240. Price, \$1.25.

Greek Exercise Book, Comprising Translations and Reading Exercises. By DR. A. KAEGI. Authorized English Edition by JAMES A. KLEIST. Part I. St. Louis: B. Herder, 1902. Pp. 153. Price, 80 cents.

THE method represented in these two books is about the same as the one advocated by Professor Bennett for Latin, *i. e.*, the laws of the Greek language are grouped into a systematical, though short, grammar, while the accompanying "Exercise Book" gives copious sentences for translation into Greek as well as into English, always following, as a whole at least, the order of the grammar.

The grammar is arranged according to the usual plan of scientific grammars. It is, of course, condensed, as the title indicates, and we are told in the preface that the author, a man of undisputed renown among the philologists of the Old World, has taken every possible care to present only those formations and syntactical facts which will really occur in the classics read most generally in the course of the study of Greek. Thus, to quote only one instance, the dual, whose prominence in the smallest "Beginner's Books" has probably been a puzzle to many teachers, has almost entirely been dropped in this grammar, which, in the original German, went through twelve editions in ten years. A list of verbs, the conjugation of which contains irregularities, is added as an appendix, arranged in neat synoptical tables, and followed by an abridgment of the chief rules of syntax with such a conciseness and lucidity that it must satisfy even those to whom the "Syntax" of this "Short Grammar" should not seem short enough.

The "Exercise Book," too, has many peculiarities. To allow the formation of easy sentences from the very beginning, it gives the present indicative of the verbs in -ω, but, although the use of the verb is gradually widened, the main stress is laid on practicing the different parts of speech in the order in which they follow one another in systematic grammars. From the order of the grammar, however, one departure has been made which deserves mentioning, since it will no doubt find the heartiest approval of all teachers of Greek. Not the first declension is treated in the first place, but the second. Professor Kaegi begins with practicing barytones, which he supposes the teacher to explain in the following order, λόγος δῆμος, ἄγγελος, each word representing a class. Then follow oxytones, then the neuters, similarly graded, and at last the feminine nouns in -ος. Thus the difficulties of accent, commonly experienced by all students, must be overcome with little trouble, and the way is paved to the more intricate first declension. Only after these two declensions are entirely mastered, adjectives are introduced.

No rules of grammar, save a short appendix of three pages containing "Some Rules of Syntax," no tables of declensions or conjugations, are to be found in the "Exercise Book." The word-lists, too—a masterpiece of arrangement, and evidently the result of careful selection—are separated from the exercises and placed at the end of the book. The short alphabetical dictionary is of a peculiar kind. The words are not accompanied by their Greek or English equivalent, but by a number which refers the student to that paragraph of the vocabulary where the word occurs, thus forcing him to repeat it always in the same place and in the same surroundings in which he learned it first.

The two books are herewith sufficiently characterized. Their appearance on this side of the Atlantic after their triumphs in the schools of many nationalities in Europe may be styled an innovation, since they differ so essentially from the "Beginner's Book" now almost exclusively used in this country. But no one that takes the trouble to examine them carefully will deny that students instructed according to Professor Kaegi's method must attain a complete mastery of the Greek idiom—provided their teachers are such as Professor O'Shea requires in the last paragraph of his article "Concerning High-School Teachers" in the last number of last year's REVIEW.

At first my object was only to acquaint the readers of the SCHOOL REVIEW with these publications as deserving the attention of all who take interest in the development of the elementary instruction in Greek. One objection, however, may be mentioned here, raised not from the philologist's, but from the teacher's, standpoint. There should be a greater number of sentences in the "Exercise Book" for the practice of the second declension. This declension, in Professor Kaegi's admirable arrangement, first confronting the learner with the inflections of the Greek nouns, an ample supply of sentences ought to facilitate a thorough acquaintance with their first representatives. Professor Kaegi does not deem it beneath his dignity to permit to the sentences of several paragraphs a collection of detached verbal forms. Can we advocate a more liberal use of this elementary but valuable help, and especially its extension to the noun? No doubt the author supposes that drills of this kind be gone through in oral instruction; but a well-chosen set of such forms can be used with great advantage as written home work, or can serve as the starting-point for oral drill.

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